

ENERGY IS EVERYWHERE!

U.S. DEPARTMENT OF
ENERGY

Energy Efficiency &
Renewable Energy



STEM and Energy Literacy

September 17, 2015



Webinar Series sponsored by
Housing and Urban Development,
Department of Energy and
Department of Education

Webinar Agenda

- Welcome and Intro to Webinar Series (HUD)
- STEM Innovations Hub
 - West Point Academy and HUD
- Energy Literacy Course for Adult Educators
 - Department of Education
- Q & A

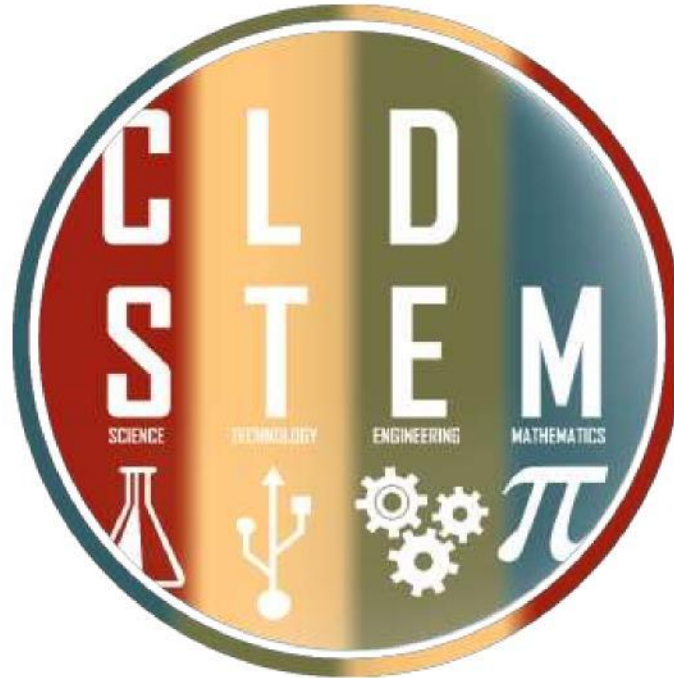


You are on mute! Use your webinar bar to fill out poll or chat to send in a question.

Email SEEDInitiative@hud.gov about the Energy is Everywhere Webinar Series



UNITED STATES MILITARY ACADEMY
WEST POINT.

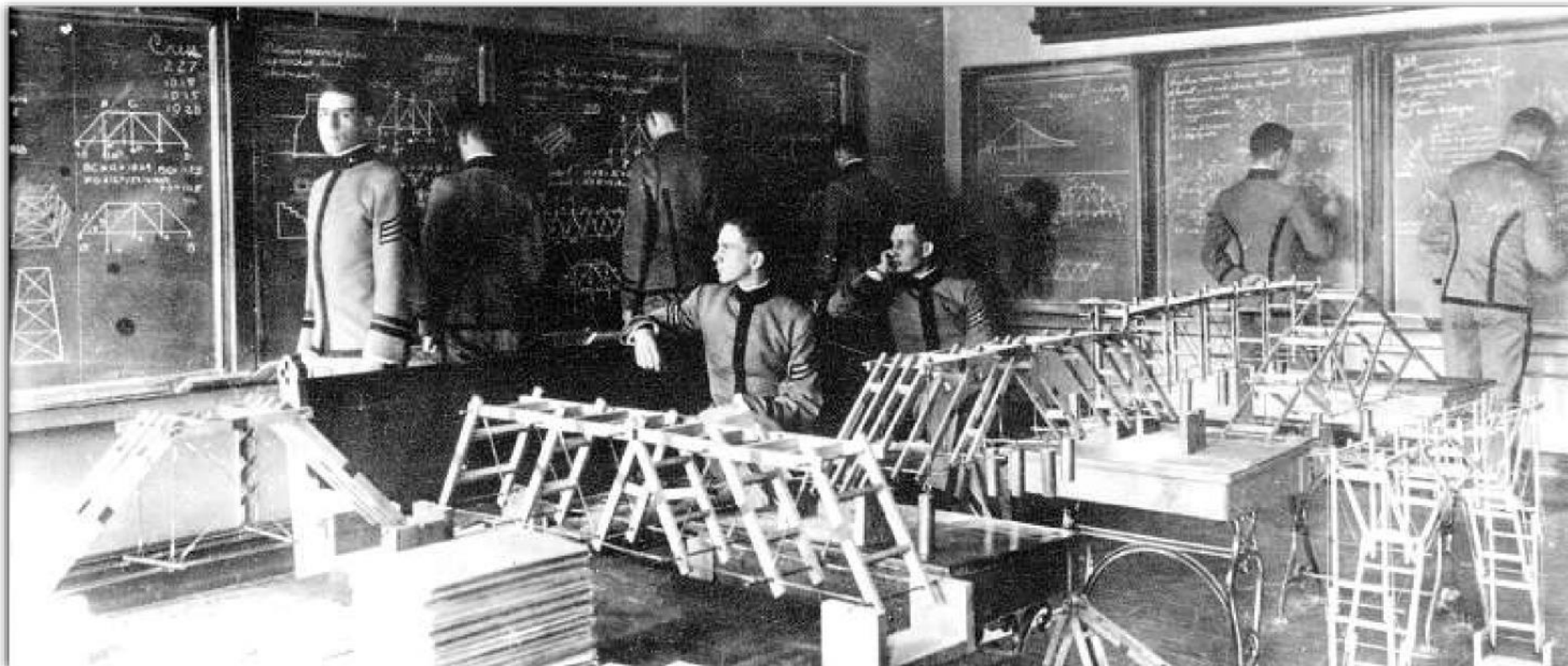


The Center for Leadership & Diversity in STEM



UNITED STATES MILITARY ACADEMY
WEST POINT.

Why West Point



The Nation 's First School of Engineering



Ms. Lori Sheetz.
Associate Director



LTC Anthony N. Johnson, Ph.D.
Director



Dr. Kendall Williams
Associate Director

The West Point Center for Leadership & Diversity in STEM (CLD STEM) implements strategic engagements to attract new talent at the pre-college level, support cadets studying STEM at West Point, and sustain talent at the post-graduate and professional levels.

CLD STEM is dedicated to attracting and retaining STEM talent for West Point, the Army, and the nation.



Our mission is to increase the recruitment and retention of underrepresented minority and disadvantaged youth populations in science, technology, engineering, and mathematics (STEM) by targeting students at the pre-college level in order to boost the aggregate of students prepared to major in STEM.



Our program focuses on:

- Introducing STEM to students at the pre-college level (middle school),
- Supporting cadets studying STEM at West Point, and
- Retaining talent at the post-graduate and professional levels.

In this way, the center approaches the need for STEM experts by addressing the entire pipeline—from pre-college students, to college-level students (cadets), and finally to experts and emerging scholars. Through our programs, the center places a specific—although not exclusive—emphasis on underrepresented minorities and underserved youth populations at the middle school level.



- CLD STEM initiative comprised of West Point faculty and cadets that travel around the United States organizing STEM workshops for primarily middle school students.
- Educate students and parents on West Point and the US Army
- Inspire interest in Science, Technology, Engineering and Math (STEM)
- Present distinguished STEM professionals to talk to students about opportunities in STEM fields.
- Students participate in faculty/cadet-facilitated STEM workshops.
- Mobile STEM Workshops support the mission of the West Point Directorate of Admissions.
- Mobile STEM Workshops support Army Education Outreach Programs.
- Cadets learn a lot about themselves and receive valuable practice in teaching and mentoring, and a deeper appreciation of their respective roles as leaders in STEM related fields.



1980 Technology



2010 Technology



2040 Technology





- America needs STEM professionals to remain strong.
- STEM is rewarding, because...
- STEM is creative, exciting, state-of-the-art problem-solving.





- Lego Mindstorm Robots
- VEX Robotics



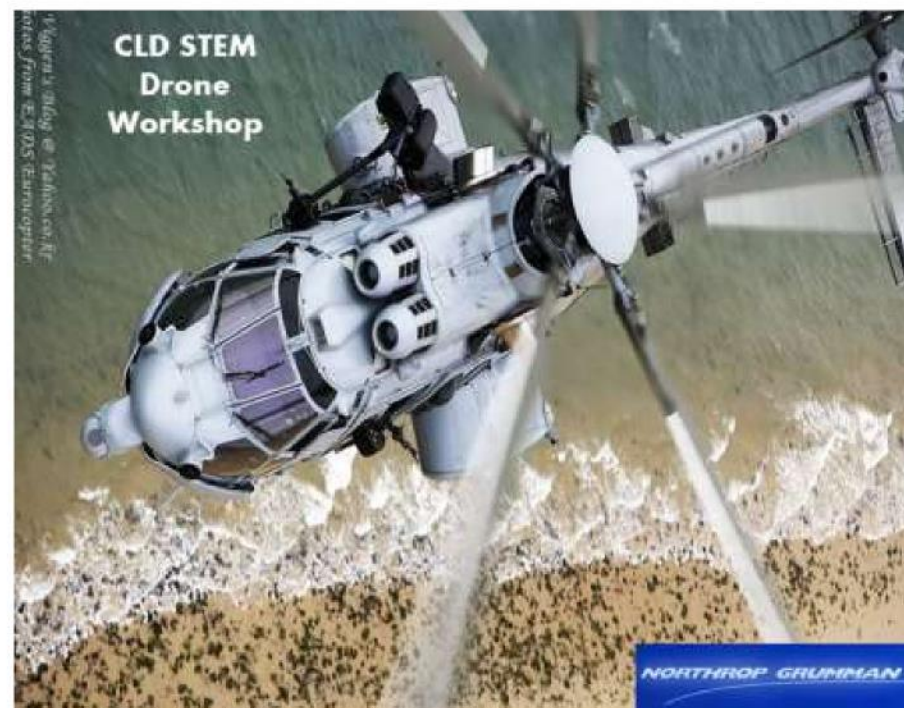
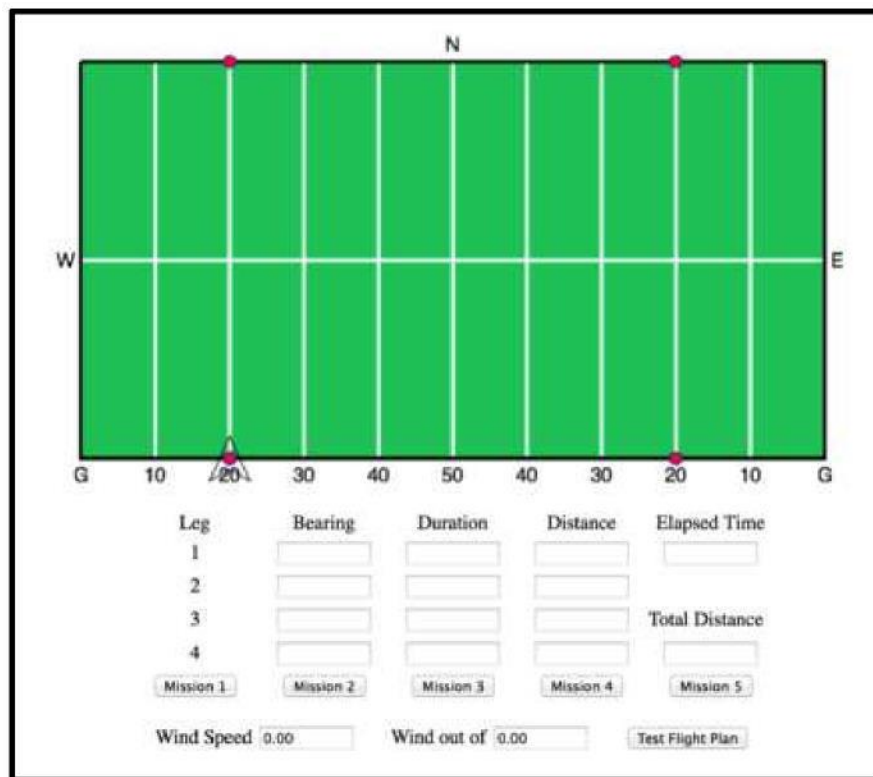


- Bridge Building
- West Point Bridge Design Software





- Quadcopter Drones
- Mathematical Practical Exercise





- Community Leaders
- Parents
- Educators
- Cadet Presentations



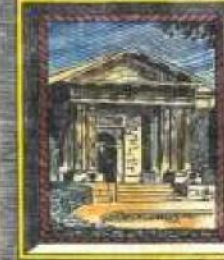
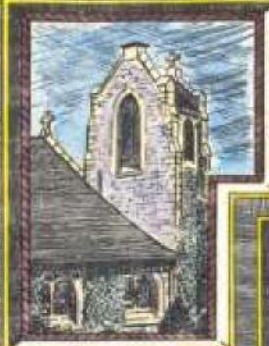


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WEST POINT.

STEM Digital Badge



United States Military Academy
West Point, New York



Certificate of Achievement

is awarded to



Shar'Breasia Wright

for

**Successful Completion of
The West Point / Carver Middle School
STEM Workshop**

Date

LTC D.A. Outing, Director, CLD STEM





Enhance academic preparedness, awareness, and performance



Society of Women Engineers National Society of Black Engineers



WP Chapter of NSBE Engineering Expo



Summer Engineering Experience for
Kids AIAD

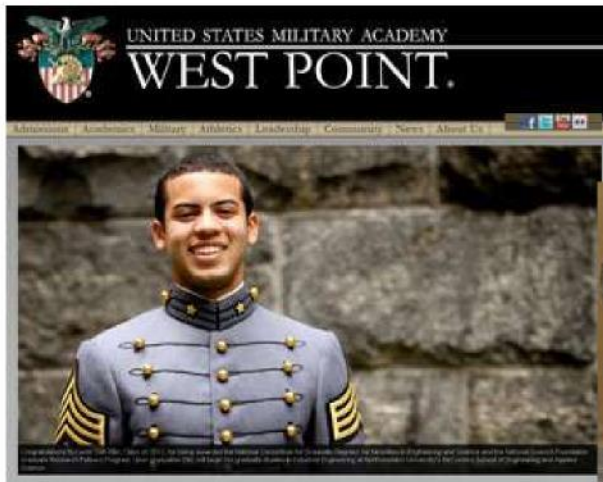


Mobile STEM Workshop



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***Supporting cadets and
Retaining talent***



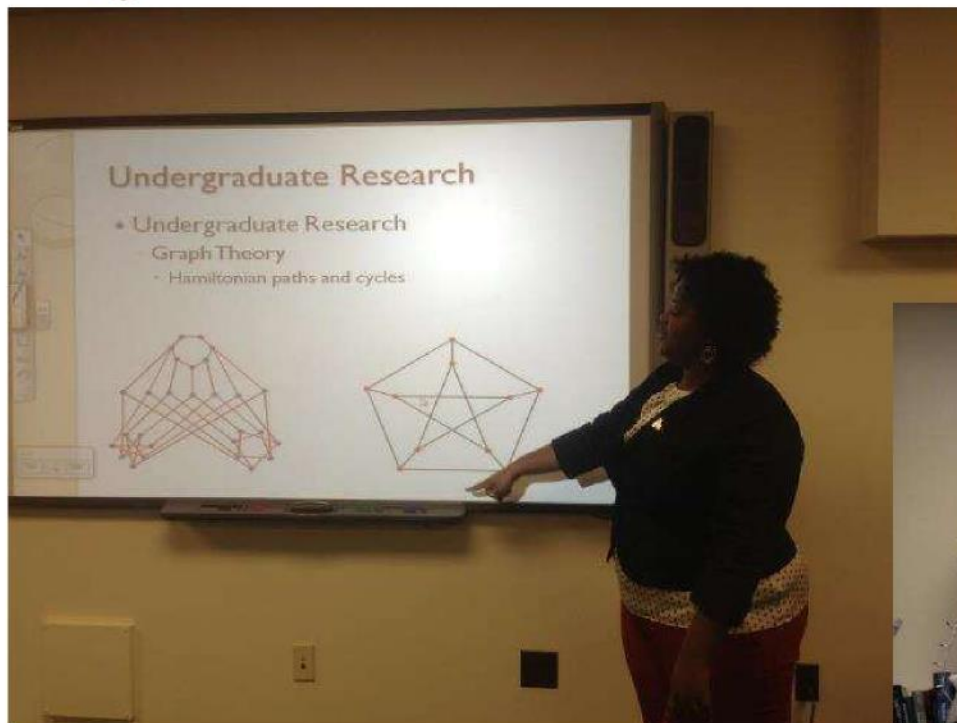
**2LT Sam Ellis
GEM Ph.D. Engineering Fellowship
Northwestern**



Excel Scholars



**CDT Antonia Allen
GEM Ph.D. Fellowship
MIT**



Dr. Syvillia Averett
Assistant Professor at Central State University, Ohio
Women of Color in Mathematical Sciences



Dr. Alejandra Alvarado
Purdue University, Indiana
Women of Color in Mathematical Sciences



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NORTHROP GRUMMAN



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Associate Director



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■ Teaching Energy Literacy to Adult Learners

September 17, 2015

LINCS

Literacy Information and Communication System

Welcome and Introductions



Heidi Silver-Pacuilla, U.S. Department of Education, Office of Career, Technical, and Adult Education




Jessie Stadd, LINCS Resource Collection,
Manhattan Strategy Group
Course Manager

Objectives/Agenda

- Provide an overview of the partnership between the U.S. Departments of Education and Energy
- Provide an overview of LINCS & the courses
- Walk through examples of how the courses can be used to assist public housing service providers
- Discuss how to access LINCS courses




About the Literacy Information and Communication System (LINCS)

- LINCS is a national leadership initiative of the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE)




Literacy Information and Communication System

Professional DevelopmentCommunityNewsAbout LINCSSearch



Learn

LINCS Learning Portal



Register for LINCS to access self-paced online courses in the Learning Portal. Now you can enhance your practice anytime, anywhere.

Courses are available at no cost to educators.

[Login to Learning Portal](#)

Participate

LINCS Community



Participate in ongoing, topic-specific discussions with fellow adult education practitioners and leaders. Join groups of interest, access high-quality resources, and learn about upcoming events in the field.

[Join the Community](#)

Find

LINCS Resource Collection

Find resources in our Resource Collection by entering a keyword or phrase

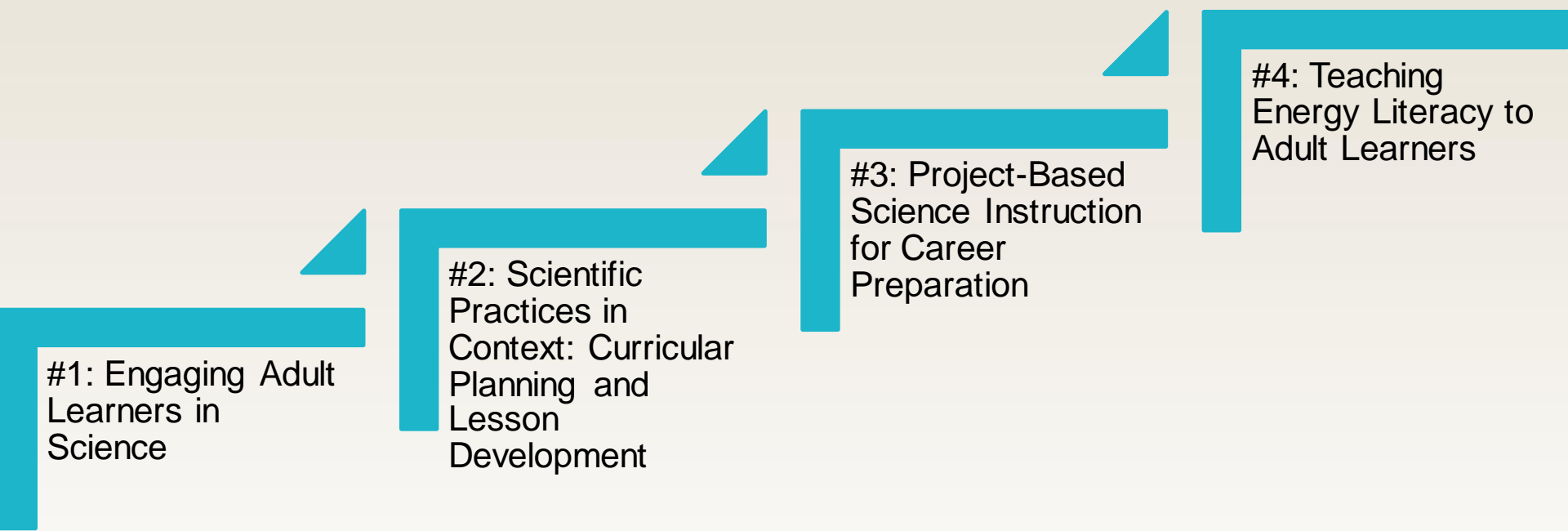
Search within a specific topic area

Adult English Language Learners
Career Pathways
Correctional Education

[Find Resources](#)

COURSE OVERVIEW

Courses Build Off of Each Other



#1: Engaging Adult Learners in Science

#2: Scientific Practices in Context: Curricular Planning and Lesson Development

#3: Project-Based Science Instruction for Career Preparation

#4: Teaching Energy Literacy to Adult Learners

Engaging Adult Learners in Science

- Introduces the relevance of science in the ABE/ASE classroom
- Introduces the use of scientific practices and the shift away from the scientific method in the ABE/ASE classroom

LINCS Engaging Adult Learners in Science
Exploring the Scientific Practices

Home Course Outline Glossary Help Exit

Session Menu

- Course Introduction
- Understanding the Importance of Scientific Literacy for Adult Learners
- Exploring the Scientific Practices**
 - Session 2 Introduction
 - What are Scientific Practices?
 - Comparison of Science Instruction Approaches
 - Scientific Practices in Everyday Life**
 - Session 2 Conclusion
- Observing the Scientific Practices in the Classroom
- Course Conclusion

Scientific Practices in Everyday Life
Using the Scientific Practices in Everyday Life

To increase and promote scientific literacy, you can teach [ABE/ASE](#) students how to use scientific practices to understand and solve real-life problems similar to how a scientist or engineer may approach them.

In this topic, we will explore the scientific practices through a different lens—one that is applicable to adult learners. For each practice, you will learn what adult learners should be able to do after they have mastered each practice and how they might use this practice in their daily life. Before you begin, you may wish to download and print out the scientific practices as written in the [NRC report](#), both from a science and an engineering perspective.

Click Next to continue.

A FRAMEWORK FOR K-12 SCIENCE EDUCATION
Practices, Crosscutting Concepts, and Core Ideas
Committee on a Conceptual Framework for New K-12 Science Education Standards
Based on Science Education
Division of Behavioral and Social Sciences and Education
NATIONAL RESEARCH COUNCIL
ON THE SCIENCES AND ENGINEERING

Page 1 of 12 [Back](#) [Next](#)

Scientific Practices in Context: Curricular Planning and Lesson Development

- Provides guidance on where to find credible science resources
- Introduces teaching science in context
- Reviews the Teaching & Learning Cycle, focusing on curriculum design within the context of a science unit

The screenshot displays the LINCS website interface. The top navigation bar includes the LINCS logo, the title 'Scientific Practices in Context: Curricular Planning and Lesson Development', and the page title 'Applying the Teaching and Learning Cycle Model'. Navigation links for Home, Course Outline, Glossary, Help, and Exit are present. A secondary navigation bar lists various topics: Introduction, Model Overview, Preparing for Instruction, Planning Instruction, Teaching, Reflecting, Assessing, and Review. The main content area is titled 'Teaching and Learning Cycle' and 'Four Stages of the Teaching and Learning Cycle'. It explains that there are four iterative stages: 1. Preparing for Instruction; 2. Planning Instruction; 3. Teaching; and 4. Reflecting. A diagram illustrates the cycle with four boxes (Prep, Plan, Teach, Reflect) arranged in a circle, connected by arrows, with a central red circle labeled 'Assess'. Below the diagram, it states 'Teaching and Learning Cycle (modified with permission from Ohio Board of Regents, 2013)'. The left sidebar contains a 'Session Menu' with links for Course Introduction, Using Science for Contextualized Instruction, Applying the Teaching and Learning Cycle Model (highlighted), Session 2 Introduction, Teaching and Learning Cycle (highlighted), Focus on Planning, Session 2 Conclusion, Planning a Science Unit, and Course Conclusion. The bottom of the page shows 'Page 2 of 12' and navigation buttons for Back and Next.

LINCS Scientific Practices in Context: Curricular Planning and Lesson Development
Applying the Teaching and Learning Cycle Model

Home Course Outline Glossary Help Exit

Introduction Model Overview Preparing for Instruction Planning Instruction Teaching Reflecting Assessing Review

Session Menu

Course Introduction

Using Science for Contextualized Instruction

Applying the Teaching and Learning Cycle Model

✓ Session 2 Introduction

▶ Teaching and Learning Cycle

Focus on Planning

Session 2 Conclusion

Planning a Science Unit

Course Conclusion

Teaching and Learning Cycle

Four Stages of the Teaching and Learning Cycle

There are many models that describe the teaching and learning cycle. This topic explores one model and the activities that occur within each stage. In this model, there are four iterative stages:

1. Preparing for Instruction;
2. Planning Instruction;
3. Teaching; and
4. Reflecting.

Notice that assessment occurs throughout the cycle. We will discuss each stage on the following screens.

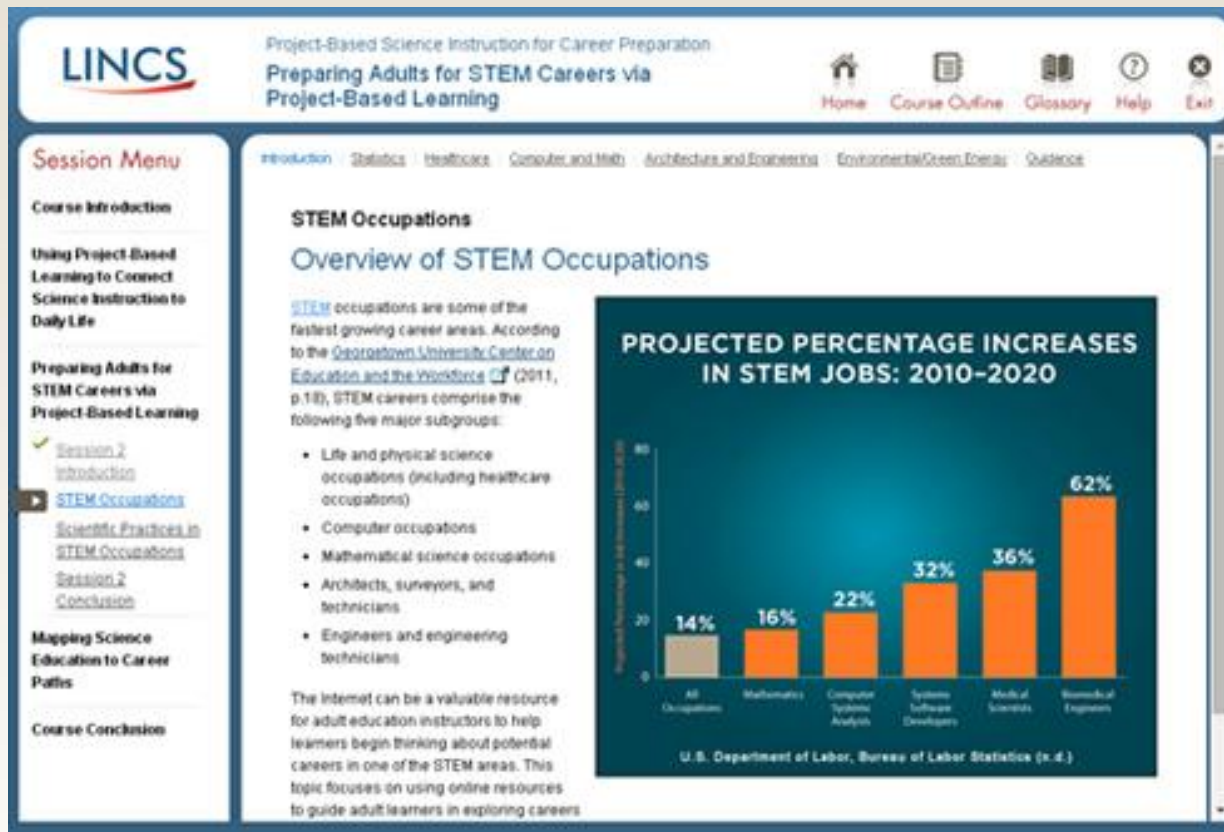
Click Next to continue.

Teaching and Learning Cycle
(modified with permission from Ohio Board of Regents, 2013)

Page 2 of 12 Back Next

Project-Based Science Instruction for Career Preparation

- Project-based Learning (PBL): What is it and how can it be used for science instruction?
- How PBL can be used to help ABE/ASE students prepare for STEM careers



The screenshot displays the LINCS website interface. The top navigation bar includes the LINCS logo, the title 'Project-Based Science Instruction for Career Preparation', and the subtitle 'Preparing Adults for STEM Careers via Project-Based Learning'. Navigation links for Home, Course Outline, Glossary, Help, and Exit are present. A session menu on the left lists various course components, with 'STEM Occupations' highlighted. The main content area features a section titled 'STEM Occupations' with an 'Overview of STEM Occupations'. This section includes a paragraph about the rapid growth of STEM careers and a list of five major sub-groups. To the right, a bar chart titled 'PROJECTED PERCENTAGE INCREASES IN STEM JOBS: 2010-2020' shows the projected growth for different STEM fields.

STEM Occupation	Projected Percentage Increase (2010-2020)
All Occupations	14%
Mathematics	16%
Computer Systems Analysts	22%
Systems Software Developers	32%
Medical Scientists	36%
Biomedical Engineers	62%

U.S. Department of Labor, Bureau of Labor Statistics (n.d.)

Teaching Energy Literacy to Adult Learners

- Learning Objectives:
 - Define energy literacy
 - Identify the Energy Literacy Framework's seven essential Principles and Fundamental Concepts
 - Employ strategies for teaching the seven principles to adult learners
 - Use online resources to guide adult learners in exploring the Fundamental Concepts of each of the seven principles

Dr. Michael E. Webber, Deputy Director, Energy Institute,
University of Texas at Austin
Course Author

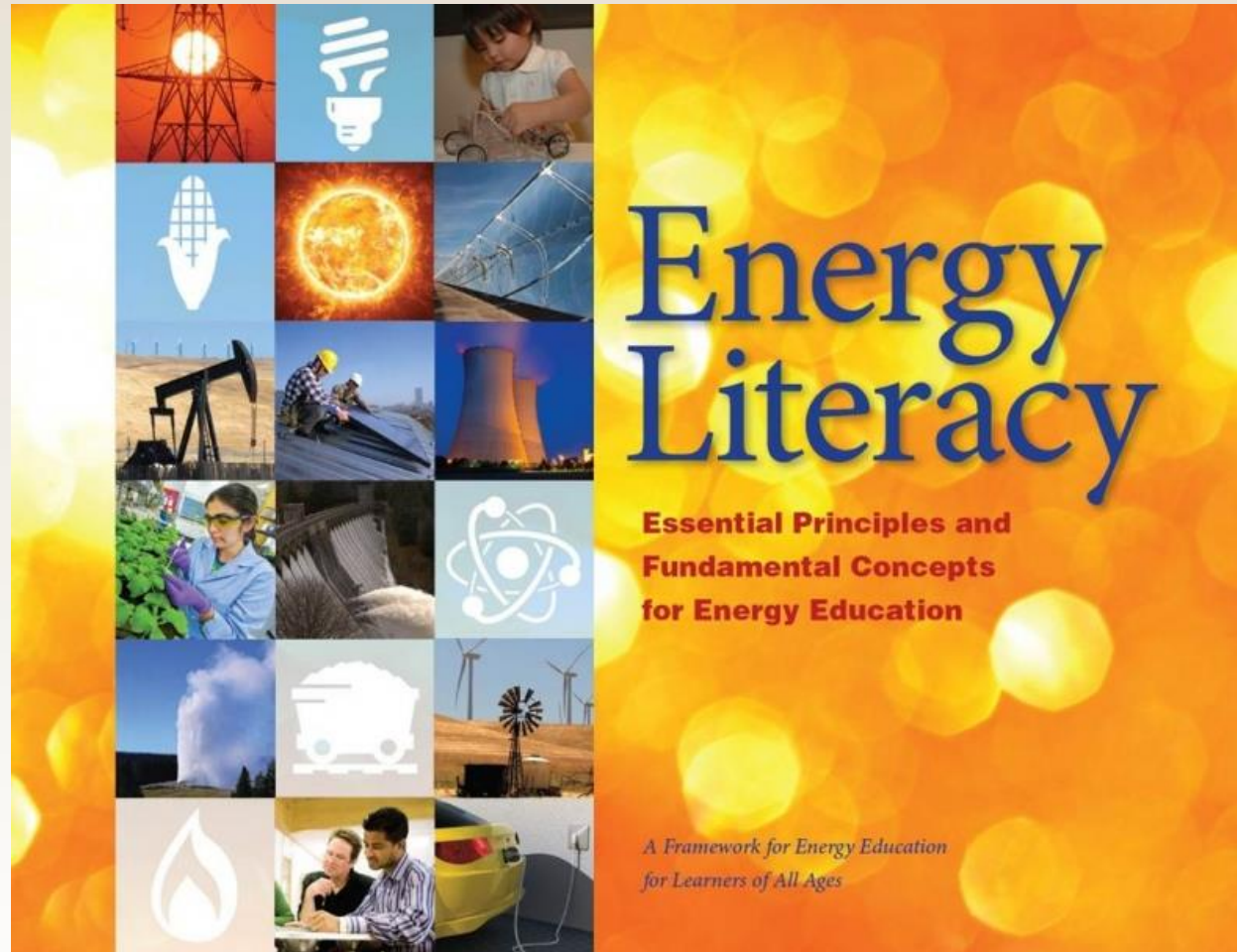


Why is Energy Literacy Relevant to Adult Learners?

- Interdisciplinary content area
- New college and career readiness standards
- New high school equivalency assessments
- Preparation for jobs and careers in the energy sector through bridge programs and/or career pathways

U.S. Department of Energy Resources

- Energy Literacy Framework
- Supplemental materials:
 - Guides
 - Videos
 - Social Studies



Energy Literacy Guides

Energy Literacy Framework

A Quick Start Guide for Educators

Energy – it's everywhere! When you turn on the lights, listen to the radio, heat your home, fuel your car, or use a computer, you are using energy. Energy is crucial to everything we do and experience. Understanding energy can help us make better informed decisions about our homes, communities, and our nation.

If you are new to energy education, then the following answers to questions about Energy Literacy will help you get started. Start thinking and teaching about energy from the natural to the social sciences. In this guide, you will find references to resources for implementing Energy Literacy concepts in your classroom using the links below.

1) What is Energy Literacy?

To help guide educators and the public on the big ideas of Energy Literacy, the U.S. Department of Energy published the Energy Literacy: Essential Principles and Fundamental Concepts for Energy Education. This framework provides the essential energy concepts that, if understood and applied,

will help students to make informed energy decisions. To download a copy or order for your school, go to: <http://energy.gov/eere/education/downloads/get-free-copy-energy-literacy-framework>

2) Do I have to teach everything in the Energy Literacy framework?

No! No single person is expected to understand every detail about energy. The Energy Literacy framework helps to clarify key Principles to consider including in lessons. Your instruction is most likely to be effective when it focuses on

a small set of ideas at a time and takes into account what the student may have already learned.

To see the Energy Literacy Principles and Fundamental Concepts, download: http://energy.gov/sites/prod/files/2014/09/f18/Energy_Literacy_Low_Res_3.0.pdf

- Quick Start Guide
- Student Guide
- Teacher Guide

Energy Literacy Videos



- Dedicated video for each principle
- Videos are between 5 and 7 minutes

Social Studies Guides

Energy Literacy Social Studies Guides

How should the United States deal with nuclear waste?

Energy Literacy Essential Principle 1:
Energy is a physical quantity that follows precise natural laws.

C3 Framework for Social Studies Focus Indicators

- D1:** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. (D1.2.9-12)
- D2:** Use appropriate deliberative processes in multiple settings. (D2.Civ.9.9-12)
Distinguish between long-term causes and triggering events in developing a historical argument. (D2.His.15.9-12)
- D3:** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1.9-12)
- D4:** Construct argument using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. (D4.1.9-12)

Grade Level: 9-12. **Time Required:** 3-4 class periods.

- Each principle has a guide with targeted interdisciplinary indicators and suggested teaching activities and resources.

USING THE COURSES

Use the Course To: Get Ideas

- Interdisciplinary content – including health and nutrition

- Community of Practice:

<https://community.lincs.ed.gov/>

Making Interdisciplinary Connections with Nutrition and Health Literacy Content

Presenting food as an energy source measured through calories is an easy way to make the energy flow process understandable and relevant. This is also an opportunity to make interdisciplinary connections with nutrition or health literacy content.

Explore some online curriculum resources you can use to make those connections, including:

- An [ESOL health literacy curriculum](#) that includes lessons on healthy eating and the food pyramid (see number 16 in the publication's list of topics).
- [ESOL lessons](#) on Nutrition at the Intermediate and Advanced Beginning levels.
- An [ABE lesson](#) on food labels.

Have you successfully taught nutrition content in which you taught the concepts of carbohydrates, fats, and proteins as an energy unit (calories)? Share your tips and teaching strategies in the LINCS [Health Literacy group](#).



Use the Course To: Explore Local Issues

- Exploring local issues using real-time data:
 - Air Quality
 - Earthquakes
 - Transportation



Suggestions for Professional Developers or Managers

- Use the certificates of completion
- Guide a cohort of providers in taking the course
- Facilitate follow-up discussions, potentially using the LINCS discussion threads as an additional means of continuous support

ACCESSING THE COURSES

How to Access the Courses

- All LINCS courses are available on the LINCS Learning Portal
 - Must be a registered LINCS user
 - Single sign on now in effect



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Federal Initiatives

Resource Collection

LINCS Regional Professional Development Centers

Publications

LINCS Online Courses

Learn LINCS Learning Portal



Access self-paced online courses for adult education practitioners. Engage in a course any time, anywhere.

Enroll Now

Participate LINCS Community



Participate in ongoing, topic-specific discussions with fellow adult education practitioners and leaders. Join groups of interest, access high-quality resources, and learn about upcoming events in the field.

Join the Community

[Learn More](#)

Find LINCS Resources Collection

Find resources in our Resource Collection by entering a keyword or phrase

Search within a specific topic area

Adult English Language Learners
Career Pathways
Correctional Education
College and Career Standards

Find Resources

Welcome to LINCS, a professional learning community for adult educators that provides access to resources, professional development,

Announcements

Recent Conversations

July 30, 2014

[Take Action Now! Merged LINCS Accounts Coming Soon](#)

What's New



[Handbook for Sustaining Standards-Based Education in](#)

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LINCS Online Courses

LINCS has a number of self-paced online courses for adult education practitioners. These courses are available for use anytime, anywhere on the [LINCS Learning Portal](#). We will be adding new courses periodically, so be sure to sign up for the LINCS Community to receive announcements on new professional development materials.

LINCS Learning Portal

NEW - Access online professional development opportunities at the [LINCS Learning Portal](#).

Adult Career Pathways

The Adult Career Pathways courses are developed for state and local adult education providers to deliver programs that help low-skilled adults succeed in postsecondary education and employment. Topics include Building Strategic Partnerships, Developing Effective Bridge Programs, Designing Contextualized Instruction, Integrating Career Counseling and Planning, and Engaging Employers in Adult Career Pathways. Access these courses through the [LINCS Learning Portal](#).

ELL-U

The [ELL-U courses](#) consist of five on-demand, self-paced online learning modules tailored to meet the needs of educators working with

Learning Portal Log In

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Home » LINCS Single Sign On

LINCS Learning Portal Log In

E-mail Address*

jessie.stadd@kratoslearni

Enter your e-mail address

Password*

.....

Enter your password












Continue

Need to register?










Create User / Sign up

Already Registered?

Lost Password

-  Open Math - Open Resources: Engage Adult Learners for 21st Century Skills  
-  OER STEM Training  
-  Build a Lesson with OER  
-  Open your Classroom with OER  

▼ LINCS Science

-  Engaging Adult Learners in Science 
-  Scientific Practices in Context 
-  Project-Based Science Instruction for Career Preparation  
-  Teaching Energy Literacy to Adult Learners 

▼ LINCS Technology and Learning

-  Integrating Technology in the Adult Education Classroom  

Teaching Energy Literacy to Adult Learners

[Home](#) ► [Courses](#) ► [LINCS Science](#) ► [Energy Literacy](#) ► [Enroll me in this course](#) ► [Enrollment options](#)

Navigation

Home

- [My home](#)
- [My profile](#)
- ▼ [Current course](#)
 - [Energy Literacy](#)
- [My courses](#)
- [Contact Us](#)

Administration

- ▼ [Course administration](#)
 - [Enroll me in this course](#)
- [My profile settings](#)

Enrollment options

Teaching Energy Literacy to Adult Learners

This course explains the concept of energy literacy, and introduces the Energy Literacy Framework developed by the U.S. Department of Energy. Educators can use the Framework (available in English and Spanish) to teach adult learners about the role of energy in their lives and to generate potential interest in energy as a career field. This course explores the Fundamental Concepts of the seven essential principles outlined in the Energy Literacy Framework and provides examples of online resources teachers can use to teach the principles and associated concepts to adult learners.

▼ Self enrollment (Student)

No enrollment key required.

[Enroll me](#)



Literacy Information and Communication System

[Report Technical Issue](#)


Engaging Adult Learners in Science

You are logged in as [JessieS Test](#) (Logout)

[Home](#) ► [My courses](#) ► [LINCS Science](#) ► [Engaging Adult Learners](#) ► [Engaging Adult Learners in Science](#) ► [Launch training module: Engaging Adult Learners in...](#)

Navigation

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 - ▼ [LINCS Science](#)
 - ▼ [Engaging Adult Learners](#)
 - [Participants](#)
 - ▼ [Engaging Adult Learners in Science](#)
 -  [Launch training module: Engaging Adult Learners in...](#)

Launch training module: Engaging Adult Learners in Science

This course provides an overview of the relevance and importance of science in the adult basic education/adult secondary education (ABE/ASE) classroom and introduces the use of scientific practices in the ABE/ASE classroom.

Number of attempts allowed: Unlimited
Number of attempts you have made: 0
Grading method: Last completed attempt
Grade reported: None




Teaching Energy Literacy to Adult Learners


[Home](#) ► [My courses](#) ► [LINCS Science](#) ► [Energy Literacy](#)

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-  [Contact Us](#)

Administration

- ▼ [Course administration](#)
 -  [Unenroll me from Energy Literacy](#)
- [My profile settings](#)

Your progress 

Teaching Energy Literacy to Adult Learners

- [Course Introduction](#)
- [Principle 1: Energy is a physical quantity that follows precise natural laws](#)
- [Principle 2: Physical processes on Earth are the result of energy flow through the Earth system](#)
- [Principle 3: Biological processes depend on energy flow through the Earth system](#)
- [Principle 4: Various sources of energy can be used to power human activities, and often this energy must be transferred from source to destination](#)
- [Principle 5: Energy decisions are influenced by economic, political, environmental, and social factors](#)
- [Principle 6: The amount of energy used by human society depends on many factors](#)
- [Principle 7: The quality of life of individuals and societies is affected by energy choices](#)
- [Course Conclusion](#) and [Course Resources](#)
- [Glossary](#)



[Course Introduction](#)



▼ [Open all](#)

► [Close all](#)

Instructions: Clicking on the section name will show / hide the section.

1 ► [Using the Energy Literacy Framework](#)

2 ► [Principle 1](#)



Literacy Information and Communication System

Report Tec

Engaging Adult Learners in Science

You are logged in as JessieS

[Home](#) ► [My courses](#) ► [LINCS Science](#) ► [Engaging Adult Learners](#)

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Settings

▼ [Course administration](#)👤 [Unenroll me from Engaging Adult Learners](#)► [My profile settings](#)

Engaging Adult Learners in Science

Your progr

[Launch training module: Engaging Adult Learners in Science](#)

This course provides an overview of the relevance and importance of science in the adult basic education/adult secondary education (ABE/ASE) classroom and introduces the use of scientific practices in the ABE/ASE classroom.

[Certificate of completion - LINCS Science](#)



Literacy Information and Communication System

Report Te

Engaging Adult Learners in Science

You are logged in as [Jessie](#)[Home](#) ► [My courses](#) ► [LINCS Science](#) ► [Engaging Adult Learners](#) ► [Engaging Adult Learners in Science](#) ► [Certificate of completion - LINCS Sci](#)

Navigation

[Home](#)▫ [My home](#)► [My profile](#)▼ [My courses](#)▼ [LINCS Science](#)▼ [Engaging Adult Learners](#)► [Participants](#)▼ [Engaging Adult Learners in Science](#) [Certificate of completion - LINCS Science](#)

Settings

► [Course administration](#)

► ...

Summary of Previously Received Certificates

Issued

Monday, August 4,
2014, 11:58 AM

Click the button below to open your certificate in a new browser window.

[Get your certificate](#)

CERTIFICATE OF COMPLETION

This is to certify that

JessieS Test

has completed the course

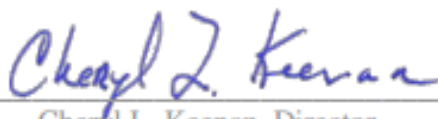
Engaging Adult Learners in Science

Completion Hours: 2.5

on

August 4th, 2014

through the Literacy Information and Communication System, <http://lincs.ed.gov>



Cheryl L. Keenan, Director
Office of Vocational and Adult Education
U.S. Department of Education



Literacy Information and Communication System

Q&A